

Cross High

1293 Old. Hwy. 6
Cross, SC 29436

Grades 7-12 Middle School

Enrollment 457 Students

Principal J. Robb Streeter, Jr.

843-899-8900

Superintendent Dr. J. Chester Floyd

843-899-8600

Board Chair Kathleen Bounds

843-761-5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

0

5

28

9

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	N/A

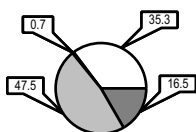
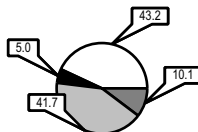
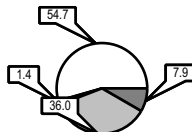
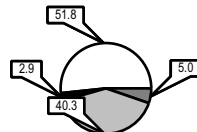
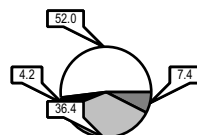
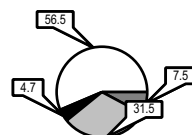
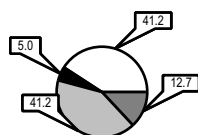
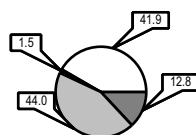
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	151	100.0	35.3	47.5	16.5	0.7	26.6		
Gender									
Male	74	100.0	50.0	36.4	13.6	0.0	16.7		
Female	77	100.0	21.9	57.5	19.2	1.4	35.6		
Racial/Ethnic Group									
White	32	100.0	32.0	44.0	24.0	0.0	36.0		
African American	118	100.0	36.0	48.2	14.9	0.9	24.6		
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	124	100.0	30.1	50.4	18.6	0.9	31.0		
Disabled	27	100.0	57.7	34.6	7.7	0.0	7.7		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	151	100.0	35.3	47.5	16.5	0.7	26.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	151	100.0	35.3	47.5	16.5	0.7	26.6		
Socio-Economic Status									
Subsidized meals	127	100.0	33.6	49.6	16.0	0.8	26.1		
Full-pay meals	24	100.0	45.0	35.0	20.0	0.0	30.0		

Mathematics – State Performance Objective = 36.7%									
All Students	151	100.0	43.2	41.7	10.1	5.0	21.6		
Gender									
Male	74	100.0	51.5	36.4	9.1	3.0	13.6		
Female	77	100.0	35.6	46.6	11.0	6.8	28.8		
Racial/Ethnic Group									
White	32	100.0	28.0	48.0	20.0	4.0	44.0		
African American	118	100.0	46.5	40.4	7.9	5.3	16.7		
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	124	100.0	37.2	45.1	11.5	6.2	25.7		
Disabled	27	100.0	69.2	26.9	3.8	0.0	3.8		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	151	100.0	43.2	41.7	10.1	5.0	21.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	151	100.0	43.2	41.7	10.1	5.0	21.6		
Socio-Economic Status									
Subsidized meals	127	100.0	42.9	40.3	10.9	5.9	21.0		
Full-pay meals	24	100.0	45.0	50.0	5.0	0.0	25.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	151	100.0	54.7	36.0	7.9	1.4	9.4
Gender							
Male	74	100.0	51.5	42.4	4.5	1.5	6.1
Female	77	100.0	57.5	30.1	11.0	1.4	12.3
Racial/Ethnic Group							
White	32	100.0	28.0	52.0	20.0	0.0	20.0
African American	118	100.0	60.5	32.5	5.3	1.8	7.0
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	124	100.0	47.8	40.7	9.7	1.8	11.5
Disabled	27	100.0	84.6	15.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	151	100.0	54.7	36.0	7.9	1.4	9.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	151	100.0	54.7	36.0	7.9	1.4	9.4
Socio-Economic Status							
Subsidized meals	127	100.0	57.1	31.9	9.2	1.7	10.9
Full-pay meals	24	100.0	40.0	60.0	0.0	0.0	0.0

Social Studies							
All Students	151	100.0	51.8	40.3	5.0	2.9	7.9
Gender							
Male	74	100.0	51.5	42.4	3.0	3.0	6.1
Female	77	100.0	52.1	38.4	6.8	2.7	9.6
Racial/Ethnic Group							
White	32	100.0	32.0	56.0	8.0	4.0	12.0
African American	118	100.0	56.1	36.8	4.4	2.6	7.0
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	124	100.0	43.4	46.9	6.2	3.5	9.7
Disabled	27	100.0	88.5	11.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	151	100.0	51.8	40.3	5.0	2.9	7.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	151	100.0	51.8	40.3	5.0	2.9	7.9
Socio-Economic Status							
Subsidized meals	127	100.0	52.1	38.7	5.9	3.4	9.2
Full-pay meals	24	100.0	50.0	50.0	0.0	0.0	0.0

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	91	100.0	38.2	51.7	9.0	1.1	10.1
	8	81	100.0	50.0	40.8	9.2	N/A	9.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	63	100.0	37.7	41.0	19.7	1.6	21.3
	8	88	100.0	33.3	52.6	14.1	0.0	14.1
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	91	100.0	44.9	34.8	16.9	3.4	20.2
	8	81	100.0	53.9	42.1	2.6	1.3	3.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	63	100.0	37.7	34.4	16.4	11.5	27.9
	8	88	100.0	47.4	47.4	5.1	0.0	5.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	63	100.0	55.7	29.5	11.5	3.3	14.8
	8	88	100.0	53.8	41.0	5.1	0.0	5.1
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	63	100.0	57.4	32.8	6.6	3.3	9.8
	8	88	100.0	47.4	46.2	3.8	2.6	6.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 457)				
Students enrolled in high school credit courses (grades 7 & 8)	14.6%	Up from 8.7%	10.1%	15.5%
Retention rate	0.2%	Down from 10.4%	3.8%	3.0%
Attendance rate	96.0%	Up from 94.5%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%	Up from 7.6%	7.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.0%	Up from 7.6%	6.8%	4.6%
Eligible for gifted and talented	2.7%	Up from 2.5%	10.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.3%	Up from 15.6%	15.2%	13.6%
Older than usual for grade	7.0%	Down from 13.6%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 7.1%	1.6%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	62.2%	Up from 53.1%	51.7%	51.8%
Continuing contract teachers	70.3%	Up from 62.5%	70.9%	78.1%
Highly qualified teachers	93.8%	Up from 87.5%	89.0%	89.6%
Teachers with emergency or provisional certificates	12.9%	Up from 10.7%	8.8%	6.0%
Teachers returning from previous year	76.2%	Down from 78.0%	79.9%	85.4%
Teacher attendance rate	92.8%	Up from 91.7%	94.7%	94.9%
Average teacher salary	\$42,666	Up 2.2%	\$40,521	\$41,328
Prof. development days/teacher	11.1 days	Down from 11.3 days	11.7 days	11.5 days
School				
Principal's years at school	1.0	Down from 4.0	2.8	3.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.5 to 1	19.7 to 1	21.3 to 1
Prime instructional time	87.4%	Up from 84.4%	88.3%	89.3%
Dollars spent per pupil*	\$7,708	Down 1.9%	\$6,781	\$6,022
Percent of expenditures for teacher salaries*	53.4%	Down from 59.3%	59.5%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.6%	Up from 92.5%	97.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cross High School is committed to continued academic improvement and success. We are proud to be winners of the Palmetto Gold Award, which resulted from our increased test scores and Excellent improvement rating in 2004. After successfully piloting Berkeley County's Small Learning Communities initiative in 2004-2005 with our middle school and ninth grade academies, we are piloting the Schools of Study plan this year.

In addition to winning the Palmetto Gold, our JROTC students earned the Honor Unit with Distinction recognition; our Business Education students garnered several honors at the state competition; our band traveled to Disney World and earned an Excellent rating; and we had a student win both the Regional Co-Player of the Year in basketball and the state long jump championship in track and field.

C.H.S. teachers also experienced a great deal of success in 2004-2005. Our teacher of the year, who played a major role in helping our students excel on the HSAP, was named one of three finalists for the Berkeley County Teacher of the Year. Our basketball coach was named Regional Coach of the Year as a result of leading our basketball team to a second-place finish. One of our JROTC instructors won the Distinctive Bronze Instructor Award, and our Pro-Team teacher was named to the board of CERRA. Teachers actively participated in the study of Mike Schmoker's Results: Field Book. Several earned master's degrees, attended professional workshops and conferences, and pursued National Board Certification.

Cross parents and community members continued to actively participate in the educational process. Volunteers were present in the school on a daily basis offering assistance wherever they were needed. The School Improvement Council worked with the faculty and administration to develop the School Renewal and Title I plans and coordinated the school's first annual academic awards banquet for underclassmen. The PTSA received state-wide recognition for their efforts to involve parents in the education of their children, and once again, they offered ten scholarships to CHS seniors.

As a result of our devotion to academic success and improvement, we will continue to provide effective team-based and technology-enriched instruction, after-school tutoring for students who need additional assistance, high academic standards, and ongoing professional development.

J. Robb Streeter, Jr., Principal Specialist
 Carl Heyward, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	65	22
Percent satisfied with learning environment	44.4%	64.6%	50.0%
Percent satisfied with social and physical environment	63.0%	75.4%	59.1%
Percent satisfied with school-home relations	48.1%	87.5%	54.5%

*Only students at the highest middle school grade level at this school and their parents were included.